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The equation appears again and again, each time receiving more comprehensive treatment. Factoring is first considered in connection with multiplication. Later a special chapter is devoted to the subject, in which the facts already learned are summarized and the methods extended. Other topics receiving attention at more than one stage in the development of the course are ratio and proportion and variation. There is no separate chapter on graphs, but graphical methods are introduced freely. The arrangement lends itself readily to a distribution of the work over two or more years. Indeed, such treatment is doubtless expected by the authors for, while the first chapters can be readily understood by eighth-grade pupils, the treatment of the latter part of the book is suited to students of much greater maturity.

The most interesting feature of the book is the problems. One misses the familiar transactions of A, B, and C, and the time-honored conversations between father and son in regard to their ages. Instead, we have statistics of area, population, exports, and crops, composition of foods, and geographical data. There are also many exercises drawn from physics and geometry. A few problems of historic interest are given in supplementary sections. Many of the problems are, of course, not real, that is, not of the sort requiring solution by algebraic methods. They are manufactured—like the problems about sheep and ages—to illustrate algebraic processes. Nevertheless the book contains an unusually large number of problems which are drawn from real life.

WILLIAM E. STARK

THE ETHICAL CULTURE SCHOOL
NEW YORK CITY

High-School Manual-Training Course in Wood Work. By SAMUEL E. RITCHEY. New York: American Book Co., 1905. Pp. 223.

This is a book of 223 double-column pages. It attempts to cover the four subjects of joinery, turning, cabinetwork, and patternwork. The author states that the course as given in the text has been in use, in its entirety, in his classes for several years, and that it was originally prepared to save the time of the pupil by avoiding much of the writing in his notebooks.

In addition to the text on the above subjects is a section on equipment, also a chapter on wood, giving in a brief manner some fragmentary facts, and a little fiction, in regard to the common woods and their uses.

From the information furnished in regard to the equipment and supplies and the amount of work done by the pupils as indicated by other pages of the book, it appears that in the author's school the use of this course requires a large amount of equipment and materials for very limited results.

As is common with books of this class the attempt is made to show the methods of tool usage by means of sketches. These, as a rule, are clear and evidently show what the author intended, although good tool usage would conflict in many cases with the methods shown.

In treating the subject of wood turning the author evidently had in mind the making of a few forms for exhibition rather than the teaching of anything which would aid the pupil, should he ever attempt to do commercial work. This does not appear to be a proper course for school use when correct methods

are so easily learned. The designs given are too intricate for the beginner and are certain to cause improper methods of work in order to execute them, the net result to the pupil being of little, if any, value.

Cabinet making follows turning and in the same general plan of work. The glove-box, the octagonal taboret, and similar objects, discarded by up-to-date schools, find a prominent place in the text.

Methods of moulding are treated as a preliminary to pattern making and make clear some important features of the work. The chapter on pattern making treats quite clearly several problems. It is doubtful, however, if the beginner can grasp the general principles of such work from the study of such unrelated matter, however valuable it may be in its details.

As a whole the book would require a great deal of supplementary oral instruction from the teacher to be of much value to one who is attempting to learn these subjects. It might be a positive disadvantage by suggesting so many unrelated ideas which the teacher would need to take time to explain.

FRANK HENRY SELDEN

University of Chicago High School

Elementary Pedagogy. By LEVI SEELEY, PH.D. New York: Hinds, Noble, & Eldredge, 1906. Pp. x+337. \$1.25.

This book is professedly a beginner's book, though presupposing some knowledge of general psychology. It is general in character, discussing briefly a wide range of topics, including the aim of education, the educational processes, methods of instruction, laws of development, training of the will, religious education, etc. The point of view is broadly Hegelian, reconstructed in terms of more recent thought. The general spirit of the book is cultural rather than technical. It is a fair question to raise whether for beginners it might not have been well to have laid relatively more stress on the practical questions relating to the teaching processes and methods of instruction. The book is well analyzed for teaching purposes. Every chapter is supplied with a list of references at its head and a concise summary at its close. The references would be still more valuable for beginners if they specified particular chapters or pages.

IRVING ELGAR MILLER

STATE NORMAL SCHOOL
MILWAUKEE, WIS.

The Protection of the Innocent. By WILLIAM LEE HOWARD, M.D. Chicago: Press of the American Medical Association, 1906. Pp. 11.

This little pamphlet, reprinted from the *Journal of the American Medical Association*, is primarily addressed to physicians, but every parent or teacher of adolescent girls may well take its serious message to heart. To one of Dr. Howard's experience it is not strange that it seems absurd for our teachers in high schools to "attempt to give to their disinterested scholars academic fancies regarding the physiologic action of a glass of beer, meanwhile oblivious to the adolescents' silent appeals for some true statement regarding the laws of nature."

J. H. T.